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ABSTRACT

This document outlines some resources that may be helpful to school guidance counselors and other educators. Five resources are described for the elementary school years when children's natural curiosity and openness can be channelled into understanding themselves and others as well as learning about the meaning of work and the types of work carried out in their homes, schools, and communities. These include Developing Understanding of Self and Others (DUSO-Revised); the Culture-Free Self-Esteem Inventory; the Perception of Ability Scale for Students (PASS); The Test of Cognitive Skills; and the Murphy-Meissgeier Type Indicator for Children (MMTIC). For junior high school students a major objective is to identify general values in relation to work. Useful resources discussed for junior high students include: the Life Roles Inventory; Values Scale; the Safran Student's Interest Inventory; Career Development Inventory (CDI); Myers-Briggs Type Indicator (MBTI); and Self-Directed Search. For career and the world of work instruction for senior high school students these career education resources are reviewed: Career Directions Inventory; Jackson Vocational Interest Survey (JVIS); Strong Interest Inventory (SII); My Vocational Situation; Career Maturity Inventory; Life Roles Inventory: Values Scales and Salience Inventory; General Aptitude Test Battery; and the Differential Aptitude Test. (ABL)

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CAREER DEVELOPMENT INSTRUMENTS

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Career development services are an integral component of the total school program. Career education is provided for all students from Grades 1 to 9 through the health curriculum and the Career and Life Management program at the high school level. The 'Life Careers' themes of the **Elementary Health** curriculum and the **Junior High Health and Personal Life Skills** curriculum provide opportunities for career awareness and exploration. This is extended to include career preparation in the Careers and the World of Work theme of the **Career and Life Management 20** curriculum.

Career development is also a major focus of school guidance and counselling services. **Career Development Services for Alberta Students** and **Guidance and Counselling Services in Alberta Schools** provide a framework for organizing and delivering career development services. Through career guidance, individuals learn to understand themselves and their environment, to be aware of work opportunities open to them, and to choose for themselves a suitable lifestyle. Career counselling assists individuals to clarify their goals, understand their interests, aptitudes and abilities, and overcome obstacles to effective career planning and preparation.

This document outlines some resources that may be helpful to school guidance counsellors and other educators.

ELEMENTARY SCHOOL STUDENTS

During the elementary school years, children's natural curiosity and openness can be channelled into understanding themselves and others as well as learning about the meaning of work and the types of work carried out in their homes, schools and communities.

In Grades 1 to 3, a useful resource is **Developing Understanding of Self and Others (DUSO-Revised)**. This kit of stories, tape recordings, puppets, posters and activities can help create a warm, trusting atmosphere in which students can build self-esteem, social awareness and problem-solving skills. **DUSO-1 (R)** is designed to focus on learning to appreciate individual strengths, accept limitations, and develop an understanding of choices. **DUSO-2 (R)** extends this to include development of decision-making skills. This kit, for use with students in Grades 3 and 4, includes a set of 42 career activity cards.

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In Grades 4 to 6, students begin to be influenced more by peers and peer interactions than by adults. Group activities such as team sports and social clubs are common. The **Culture-Free Self-Esteem Inventory** measures general, social/peer-related, academic and parental components of self-esteem. This scale has 60 items to which students respond with a "yes" or "no". Items include statements such as: "I am happy most of the time", "Most boys and girls play games better than I do", and "I have lots of fun with both my parents."

Culture-Free Self-Esteem Inventory
(James Battle)

Grades 3-12
Administered orally/tape cassette
Hand scored
Format: 60 yes/no items
Scales: general self-esteem, parents/home related self-esteem, social/peer related self-esteem, lie items
Administration: 10-15 mins.

The **Perception of Ability Scale for Students (PASS)** is a good example of an instrument that provides a way for students to express their academic self-concept. The six dimensions include: perception of general ability, reading and spelling, arithmetic/mathematics, penmanship and neatness, school satisfaction, and personal confidence. There are 70 statements, using a "yes" or "no" response format. Items include: "I am unhappy with how I read", "I like making up endings to stories", and "I am poor at subtraction." The scale provides valuable information for use in initiating counselling sessions, discussing student development with parents, and screening students for possible emotional problems and learning disabilities.

Perception of Ability Scale for Students
(Frederic Boersma and James Chapman)

Elementary and junior high
Hand or machine-scored
Format: yes/no items
Perceptions of: general ability, arithmetic ability, reading and spelling ability, penmanship and neatness, school satisfaction, and confidence in academic abilities.
Administration: 15-20 mins.

Teachers and counsellors often find that, after administering one of these scales to a class, a series of group discussions can be held around the different dimensions of the instrument, providing an opportunity to clarify concepts and to affirm the positive aspects of the students' contributions.

A major thrust in elementary career education is a growing awareness of the learning and working styles of students. **The Test of Cognitive Skills** measures four mental capacities. Scores in verbal reasoning, sequences, analogies and memory help students and their teachers identify natural and efficient individual learning styles. The variability among scores indicates dimensions of student aptitude. This information can be applied to an exploration of types of work related to each area.

The Test of Cognitive Skills
(CTB/McGraw Hill)

Grades 2-12
Hand or machine scored
Format: multiple choice
Overall score and a Cognitive Skills Index
Measures: sequences, analogies, memory and verbal reasoning
Administration: about 50 mins.

The **Murphy-Meissgeier Type Indicator for Children (MMTIC)** is a downward extension of the **Myers-Briggs Type Indicator**. This instrument uses a four by four matrix of scales labelled: extraversion-introversion, sensing-intuition, thinking-feeling, and judgement-perception. The 70-item test is appropriate for students in Grades 3 through 8. Information about students' psychological types can be used to help students understand themselves, value the qualities identified in themselves, and appreciate other qualities in others. The manual includes descriptions of learning styles associated with each psychological type.

Murphy-Meissgeier Type Indicator for Children
(Charles Meissgeier and Elizabeth Murphy)

Grades 2-8
Hand-scored
Format: 70 yes/no items
Scales: extraversion-introversion, sensing-intuition, thinking-feeling, judgement-perception
Administration: about 30 mins.

Through understanding the learning styles of students, teachers are better able to structure classroom activities and experiences from which their students may most readily benefit. From a career awareness perspective, students appreciate what is special about the way they approach and prefer to work on tasks. This leads to a systematic way of looking at the world of work and those occupations or work environments that facilitate the application of the child's particular combination of learning and work style characteristics.

JUNIOR HIGH SCHOOL STUDENTS

One of the instructional objectives of the 'Life Careers' themes of the **Junior High Health and Personal Life Skills** curriculum at the Grade 7 level is to identify general values in relation to work. The **Life Roles Inventory** helps students begin to conceptualize their own values using the **Values Scale (VS)** which is based on 20 intrinsic and extrinsic life-career values. The inventory also assists students to develop a vocabulary which they can use to discriminate between those values that are more or less important to them. The scales include: ability utilization, achievement, advancement, aesthetics, altruism, authority, autonomy, creativity, economics, lifestyle, personal development, physical activity, prestige, risk, social interaction, social relations, variety, working conditions, cultural identity and physical prowess.

Life Roles Inventory: Values Scale
(Canadian Work Importance Study)

Junior high through adulthood
Hand or computer-scored
Format: Ten items rated on a four-point scale
Scales: ability utilization, achievement, advancement, aesthetics, altruism, autonomy, authority, creativity, personal development, economics, lifestyle, physical activity, risk, prestige, social interaction, social relations, variety, working conditions, cultural identity and physical prowess.
Administration: 15-20 mins.
Available in French

The **Safran Student's Interest Inventory** provides an opportunity for students to think comparatively about their interests and activities, and allows for exploration of individual characteristics related to possible future employment. The inventory measures seven interest areas: economic, technical, outdoor, service, humane, artistic, and scientific. It also offers students the opportunity to self-rate their abilities in four areas: academic, mechanical, social and clerical. The **Safran Student's Interest Inventory** is a recommended resource for Grade 8 in the **Junior High Health and Personal Life Skills** curriculum.

Safran Student's Interest Inventory
(Carl Safran)

Grades 5-9; grades 9-12
Format: 168 forced-choice items measure interests; section II measures school interests
Interest areas: economic, humane, outdoor, service, technical, artistic and scientific
Self-rated abilities: academic, mechanical, social and clerical
Administration: 40 mins.

Career planning is a sub-theme in the Grade 8 health curriculum. A useful pretest to this section would be the **Career Development Inventory (CDI)** which helps to identify individual student career needs and readiness to explore career choices. Counsellors and teachers find the results from the **CDI** assists in identifying those students who would benefit from training in decision-making, in-depth occupational exploration, or investigation of a preferred field.

Career Development Inventory
(Donald Super, Jean Pierre Jordan, Albert Thompson, Richard Lindeman, and Roger Myers)

Form S: high school
Format: Reusable test booklets
Computer-scored

Assesses knowledge and attitudes
Administration: 55-65 mins.

A major focus in Grade 9 career education is preparation for high school. In this grade, the questions, "Who am I?" and "What do I want to prepare myself to be able to do?" become more urgent. To help students answer the first question, the **Myers-Briggs Type Indicator (MBTI)** provides the most comprehensive assessment and support materials. Discussion following the administration and scoring can help the teacher and class appreciate each student's uniqueness, and relate individual profiles to various careers of similar type. Information is also available showing the proportion of people in the work force in each career cluster.

Myers-Briggs Type Indicator
(Isabel Briggs Myers and Katherine Briggs)

Upper Elementary through adult
Format: 126 yes/no items (Form G)
Self-scorable edition available
Scales: introversion/extraversion, sensing-intuition, judging-perception, thinking-feeling

Administration: 20-30 mins.

Another instrument that uses the typology approach to self-assessment and the world of work is the **Self-Directed Search**. The workbook format of the assessment booklet immediately engages students in exploring their vocational daydreams making self-estimates of their abilities. By completing the 180 items, the students evaluate their own abilities and interests and compare them to those of other persons their own age on the dimensions of mechanical, scientific, artistic, teaching, sales and clerical abilities. Each student obtains a three-letter Holland code, based on Holland's coding system, which reflects a pattern of interests, self-estimates and competencies. These codes can then be compared to the 360 possible codes listed in the Occupations

Self-Directed Search
(John Holland)

Grades 9-12
Format: 180 yes/no items
Self-scored and self-interpreted
Abilities: mechanical, artistic, scientific, teaching, sales and clerical
Form E available for students with limited reading ability
Administration: 40 mins.

Finder, to find selected occupations with identical or similar codes. Classroom discussion can provide insight about the way in which a person's activities, competencies and occupational interests contribute to one's identification and comfort with different work environments.

SENIOR HIGH SCHOOL STUDENTS

In the **Career and Life Management 20** course, all high school students complete at least eleven hours of instruction in the Careers and the World of Work theme. In addition, many counsellors and teachers plan career education activities to facilitate extending career exploration and preparation.

For students reviewing non-professional occupations, the **Career Directions Inventory** provides a profile of 16 basic interest scales that encompass both work roles and work styles. The machine-scorable sheet contains 100 triads of statements describing job-related activities. For each triad, students are to mark their most preferred and least preferred activity. The resulting pattern of interests can be compared to the pattern of interests shown by individuals in a wide variety of occupations.

Career Directions Inventory
(Douglas Jackson)

High school to adult
Format: 100 triads
Machine-scorable
Basic interest scales (16): work roles and work styles
Available in French
Administration: 30-45 mins.

For students considering post-secondary education as well as other occupations, the **Jackson Vocational Interest Survey (JVIS)** provides 34 basic interest scales. Students are asked to choose between two equally popular interests on 289 pairs of statements. This format helps to eliminate response bias, which may occur when students repeatedly mark a "like" or "dislike" column.

Jackson Vocational Interest Survey
(Douglas Jackson)

High school to adult
Format: 289 forced-choice statements
Hand-scorable
Basic interest scales (34): work roles and work styles
Available in French
Administration: 45-60 mins.

The **Strong-Campbell Interest Inventory**, recently renamed the **Strong Interest Inventory (SII)**, is the most widely-used scale of its type in North America. When used in conjunction with the **Alberta Career Guide** computerized report, it is a comprehensive package of information that links interests to post-secondary training facilities in the province. The computer printout provides a wealth of data, including a general occupational theme score based on the Holland code, 23 job family or basic interest scales, and 106 occupations represented by 207 occupational scales. This rich source continues to be a most useful inventory for college and university-bound students.

Strong Interest Inventory
(Edward Strong, Jr.)

Sixteen years through adult
Grade six reading level
Format: 325 items
Computer-scorable
Profile: 6 general occupational themes, 23 basic interest scales, 207 occupational scales
Available in French
Administration: 30 mins.

Students in high school often have diverse levels of vocational maturity, a challenge counsellors and teachers must address when preparing and presenting material. A quick indication can be obtained by having a student complete the two-page questionnaire, **My Vocational Situation**. A more thorough assessment can be provided by the **Career Maturity Inventory** which has two major dimensions. The Attitude Scale measures decisiveness, involvement, independence orientation, and compromise. The Competence Scale measures self-appraisal, occupational information, goal selection, planning and problem solving.

Values clarification is often helpful in making decisions. The **Life Roles Inventory: Values Scale (VS)** assists students to identify the relative strengths of their preferences for 20 work-related values. Enclosed as part of the **LRI** is the **Salience Inventory (SI)** which helps the counsellor appreciate the degree of congruence for the student among five major life roles: studying, working, community service, home and family, and leisure activities. Congruence or dissonance is reflected in the degree of consistency between participation -- what a person has done recently, commitment -- how a person feels about the roles, and long range role values. Students with marked discrepancies in the three scales often benefit from further discussion and exploration with their counsellor or teacher.

Some students place unnecessary limits on their education or career goals, feeling that they do not have the skills or abilities to aspire to or succeed in challenging occupations. Instruments such as the **General Aptitude Test Battery (G.A.T.B.)** or the **Differential Aptitude Test (D.A.T.)** are lengthy to administer, but do provide a sense of a student's present promise or an indication of areas that need enhancement before the desired goals may be achieved.

SHARING THE TASK

Career education has been recognized as an integral component in the total education of students, and addresses several of the **Goals of Schooling** and **Goals of Education**. As part of the mandated health curriculum at elementary, junior high and senior high school, the Life Careers theme

My Vocational Situation
(John Holland, Denise Draiger, and Paul Power)

Format: 2-page questionnaire
Tabulated by counsellor
Areas: vocational identity, information or training, and environmental or personal
Administration: 5-10 mins.

Career Maturity Inventory
(John Crites)

Grades 6-12
Hand or machine-scorable

Attitude Scale
Format: 50 true/false statements
Areas: decisiveness, involvement, independence orientation, and compromise
Administration: 30 mins.

Competence Test
Format: multiple-choice
Areas: self-appraisal, occupational information, goal selection, planning and problem solving
Administration: 150 mins.

Life Roles Inventory: Salience Inventory
(Canadian Work Importance Study)

Junior high through adulthood
Hand or computer-scorable
Scores: participation, commitment, and role values
Life roles: studying, working, community services, home and family, and leisure
Available in French
Administration: 20-25 mins.

Life Roles Inventory: Values Scale
(see junior high school section)

General Aptitude Test Battery
(Employment and Immigration Canada)

Grade 9 to adult
Format: 8 paper and pencil tests and 4 performance tasks
Combination of hand and machine scoring
Aptitudes: clerical perception, numerical, intelligence, form perception, spatial, verbal, motor perception, manual dexterity, and finger dexterity
Administration: 2 1/2 hours

Differential Aptitude Test
(G.K. Bennett, H.G. Seashore and A.G. Wesman)

Grades 8-12, adult form
Hand or machine-scorable
Separate norms for males and females

and the Careers and the World of Work theme have identified resources to assist classroom teachers to implement the curricula. These are listed as basic, recommended or supplementary resources in the Teacher Resource Manuals.

Aptitudes: verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language usage.
Administration: 3 hours

School guidance and counselling services provide career services which complement and extend the curriculum at all levels of school, from ECS through grade 12. Career services include assessment of interests and abilities, provision of information about the world of work, and assistance for students in relating education and career plans to their individual abilities, achievements, interests, values, attitudes and goals.

This overview of career development instruments aims to assist school guidance counsellors and other educators providing career guidance and counselling to better meet the needs of students.

Some Other Resources available are:

1. **CHOICES**: Computer assisted career exploration program which assists the individual in identifying a range of vocational interests, aptitudes and other factors relating to career choice. It also provides a list of career possibilities.
2. **Career Factory**: A computerized system which facilitates career planning and the identification of personal attributes relating to vocational choice.
3. **Career Occupational Preference System (C.O.P.S.)**: A self-administered and self-scored vocational interest inventory which identifies dominant themes or clusters of vocational interests.
4. **Vocational Interest, Experience and Skill Assessment (V.I.E.S.A.)**: The V.I.E.S.A. is a self-administered and self-scored inventory of career related interests, experiences, skills and job values.
5. **Canadian Occupational Interest Inventory (C.O.I.I.)**: A Canadian normed test of vocational interests which facilitate identification of possible occupational areas.

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The views and recommendations expressed in this report are those of the author and not necessarily those of Alberta Education.

Please note that some of these career development instruments will require specialized training for their administration and interpretation.

ORDERING INFORMATION FOR CAREER ASSESSMENT INSTRUMENTS

This overview of career development instruments aims to assist school guidance counsellors and other educators providing career guidance and counselling; there are also many other materials available. When considering purchasing materials, it is suggested that a number of current catalogues from suppliers be consulted. Services and prices may vary widely.

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